

Course Syllabus
HS 212: US History since 1877
Online Course

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Office and Office Hours: Administration Bldg. B265

There will be no office hours for Summer Session. If you will be in town and would like to meet for an individual consultation, please e-mail to set up a time.

A Note on Summer Courses: First off, everyone should understand that summer courses are, by their very nature, more work intensive than fall or spring courses. We will be covering roughly 150 years of American History in four weeks. In this learning format, you will be doing most of the instruction yourself through readings from the textbooks and handouts I provide. You will also be writing short essays responding to the material in the textbooks, taking online quizzes, **AND TAKING ONE IN-PERSON FINAL EXAM ON JULY 17th**. Completing this course will require discipline. I have the course organized in such a way so that, if you complete the assignments on time and stay up to date with the readings, it will take approximately 3-5 hours a day, Monday through Saturday, over the course of the session. If completing this amount of work will not be possible, let me know now.

Goals and Objectives: This course is a general survey of United States history from the end of Reconstruction through roughly 2009. American history is the story of conflict. This course details several of these, including conflicts between Democrats and Republicans, conflicts between the United States and the rest of the world, and conflicts between interest groups and classes. Each of these conflicts, in one way or another, has helped to create the world we live in now. Studying the past allows us to see where we came from and, hopefully, where we are going.

American history is also a chain of events. No aspect of American history happens in a vacuum. For example, events in the 1870s led to the Civil Rights Movement of the 1960s. At the end of this course you will have a coherent narrative of American history and be able to understand how past decisions still have meaning for us today, and how present decisions will impact our future.

Finally, American history is not simply a group of facts to be recited for an exam. The events of the past are open to discussion. We may know that something happened, but historians often disagree as to why something happened. Who is to blame? Why impact did it have? What does this mean? History, therefore, contains a good deal of argument and interpretation. Students completing the course will have a basic knowledge of American history since 1865, and also an understanding of how history is used today to argue certain points of view...and be able to refute bad arguments in an educated and civil manner.

Required Books:

1. Gillion, Steven M., and Matson, Cathy D. *The American Experiment, Vol. II*. (Boston: Houghton Mifflin, Co., 2005).
2. Hollitz, John, and Fuller, James A. *Contending Voices: Biographical Explorations of the American Past, Vol. II*. (Boston: Houghton Mifflin, 2011). (Books should be bundled together at the bookstore)

Textbooks should be available at the College Bookstore. If for some reason the books are not available, please let me know via e-mail.

Course Rules:

1. The highest level of academic honesty is expected in this course. Plagiarism or any other form of cheating is absolutely and completely prohibited. Anyone who is caught will be subject to the stiffest penalties allowed under John Carroll University guidelines. Typically, the student will receive a 0 for the assignment. Ignorance of what constitutes plagiarism or cheating is no excuse (I promise), so please acquaint yourself with these guidelines or ask me if there is any doubt. If you are unsure, ask.
2. In accordance with federal law, if you have a documented disability (Learning, Psychological, Sensory, Physical, or Medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). Please contact the Director, Allison West at (216) 397-4967 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at the beginning of each semester. Only accommodations approved by SSD will be recognized in the classroom. Please contact SSD if you have further questions.
3. At John Carroll University, we are committed to fostering a respectful and inclusive campus community. Incidents of bias which are intentional or unintentional actions against someone on the basis of an actual or perceived aspect of their identity, including actions that occur in classrooms, can and should be reported on the Bias Incident Reporting Form, accessible at <http://sites.jcu.edu/bias/>. Questions about bias can be directed to members of the Bias Response Team: Lauren Bowen, Associate Academic Vice President (bowen@jcu.edu), Bud Stuppy, Director of Human Resources (cstuppy@jcu.edu) or Danielle Carter, Director of the Center for Student Diversity and Inclusion (dcarter@jcu.edu).
4. Participation in an online forum on the JCU Blackboard site is a component of your grade worth 25%. Therefore, it is in your best interest to participate as often as possible. If you have an excusable absence (i.e. sickness, death in the family, excused school activity), you may submit proper documentation to me during either of the exam periods. If there is anything that could possibly impact your participation over the course of the semester, such as ongoing medical or family issues, please discuss this matter with me as soon as possible. It is not sufficient to

simply notify me of the situation at the end of the class or after grades have been submitted.

Grade Breakdown:

Four Reaction Papers (10% each)	40%
Blackboard Quizzes	10%
Final exam	25%
Participation	25%

Grade Scale:

A = 93 - 100
A- = 92 - 90
B+ = 87 - 89
B = 83 - 87
B- = 82 - 80
C+ = 77-79
C = 73 - 77
C- = 72-70
D+ = 67 - 70
D = 60 - 67
Below a D = 0 - 59.9

Assignments:

1. Exams: There will be a final exam on Thursday July 17. We as a class will determine what time works best for everyone by July 10th. The exam will be a combination of essay and short answer questions, and will be cumulative.
2. Reaction papers: Students will be expected to read the weekly assignments in the *Contending Voices* book, and turn in a total of FOUR (4) 2-3 page reaction papers during the semester. The assignment prompts will be posted on Thursday evenings and must be uploaded to Blackboard ***BY 3:00 PM*** the following Monday. These papers must address the question and argue a specific point critically. They must show a grasp of the evidence presented in the reading, and an interpretation to prove your point. We will go over writing expectations during the first session.
3. Quizzes. There will be a series of TEN (10) online quizzes, each worth one percent of your grade. These are clearly marked in the syllabus and will be on that day's readings.
4. Participation: As mentioned above, participation is worth 25% of your grade. This will require you to log in to Blackboard and participate in the Forum for the course. Most days, I will ask a question about the reading for that day and you will be asked to answer the question and comment on a classmates response. Some days I will ask you to e-mail me an outline of your notes for that day's readings. Other days, I will ask you to write a question about the readings. You will have to answer the question/fulfill the assignment ***BY 11:59 PM*** that night to receive participation credit. The forum is open to anyone in the course, so if you have a question or comment about the readings, I encourage you to post them there so the class can discuss the material.

Course Schedule:

Monday 6/16

Course Overview

Tuesday 6/17

The Wild Wild West

Reading: *American Experiment* Ch. 17

Wednesday 6/18

Industrialization

Reading: *American Experiment* Chapter 18

Contending Voices Ch. 2

QUIZ #1 on *Contending Voices* Ch. 2

Thursday 6/19

Urbanization

Reading: *American Experiment* Ch. 19

Friday 6/20

The Gilded Age

Reading: *American Experiment* Ch. 20

QUIZ #2

Monday 6/23

The Gilded Age II

Reading: *Contending Voices* Ch. 3

Reaction Paper 1 Due

Tuesday 6/24

Progressives I

Reading: *American Experiment* Pp. 749-771

Wednesday 6/25

Progressives II

Reading: *American Experiment* Pp. 771-782

Contending Voices Ch. 4

QUIZ #3 on *Contending Voices* Ch. 4

Thursday 6/26

American Empire

Reading: *American Experiment* Ch. 22

Friday 6/27

World War I

Reading: *American Experiment* Ch. 23

QUIZ #4

Monday 6/30

World War I

Reading: *Contending Voices* Ch. 5

Reaction Paper 2 Due

Tuesday 7/1

The Roaring 20s

Reading: *American Experiment* Ch. 24

QUIZ #5

Wednesday 7/2	The Roaring 20s II Reading: <i>Contending Voices</i> Ch. 6
Thursday 7/3	The Great Depression Reading: <i>American Experiment</i> Ch. 25 QUIZ #6
Friday 7/4	World War II Reading: <i>American Experiment</i> Ch. 26 (THERE WILL BE NO PARTICIPATION POINTS TODAY)
Monday 7/7	World War II Reading: <i>Contending Voices</i> Ch. 8 Reaction Paper 3 Due
Tuesday 7/8	The Cold War Reading: <i>American Experiment</i> Ch. 27 Quiz #7
Wednesday 7/9	The 1950s Reading: <i>American Experiment</i> Ch. 28
Thursday 7/10	The 1960s Reading: <i>American Experiment</i> Ch. 29 Quiz #8
Friday 7/11	The Disco Era Reading: <i>American Experiment</i> Ch. 30 Quiz #9 Final Exam Guide Distributed
Monday 7/14	The Feminist Movement Reading: <i>Contending Voices</i> Ch. 13 Reaction Paper 4 Due
Tuesday 7/15	The 1980s Reading: <i>American Experiment</i> Ch. 31 Quiz #10
Wednesday 7/16	The 1990s to the Present Reading: <i>American Experiment</i> Ch. 32
Thursday 7/17	FINAL EXAM Time and Room TBA